

Making Connections Lesson Plan Rubric

Lesson Plan Title: _____

Subject Area: _____ **Grade Level:** _____

Submitted By: _____ **Reviewed By:** _____

The criteria listed in this rubric can be used to evaluate standards-based, technology-rich lesson plans.

Element	0 points	1 point	2 points	3 points	Item Point(s)	Comments
Content						
Curriculum-Learning Schedule and Standards	The lesson is not focused on a content area. The lesson provides no connection to curriculum/ learning schedule and/or Florida SSS.	The lesson is loosely focused on a content area. The lesson provides some/limited connection to curriculum/ learning schedule and/or Florida SSS.	The lesson is focused on a content area. The lesson provides clear connections to curriculum/ learning schedule and/or Florida SSS /benchmarks in some, but not all major phases of the lesson plan. The target audience is defined.	The lesson is tightly focused on a content area. The lesson provides significant and clear connections to connection to curriculum/ learning schedule and/ Florida SSS /benchmarks in all major phases of the lesson plan. The target audience is clearly defined.		
NETS Lesson Plan Template - Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?)						
Objectives/ Overview <i>(Objectives should define what students will know and be able to do.)</i>	The objective(s) is (are) imprecise or unclear or written in terms of teacher behavior, rather than student behavior.	Some of the objectives are clear and some are not. Not all objectives are stated in terms of student behavior.	Each objective is stated in terms of student behavior; identifies the learning that will take place; and is measurable and observable.	Each objective is stated in terms of student behavior; identifies the learning that will take place; and is measurable and observable. At least 1 objective addresses higher order thinking skills.		
NETS Lesson Plan Template Overview (a short summary of the lesson or unit including assignment or expected or possible products)						
Procedures/Activities						
Essential Questions/ Introductory Activities <i>Introductory activities set the stage for learning by providing background information about the topic to help orient investigations.)</i>	The lesson is void of any introductory (i.e. initiation/set) activities or essential questions	The lesson introduction is somewhat disconnected from the essential questions/ objectives and distracts students from the learning.	Opening activities set the stage for the lesson and are connected to the essential questions/stated objectives, but lack in motivational or "bridging" value.	Opening activities are relevant to the essential question/ objective and provide a creative and motivating background in which to begin the lesson. There is an opportunity for active student participation and a bridge between new and old learning.		
NETS Lesson Plan Template - Essential Questions. What essential question or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? What questions can you ask students to help them focus on important aspects of the topic? What background or prior knowledge will you expect students to bring to this topic and build on?)						
NETS Lesson Plan Template - Preparation (What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)						
NETS Lesson Plan Template -Management (How and where will your students work? Classroom, lab, groups, etc?)						

[illegible]

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Integration of Technology into the Lesson Plan (Does technology support instructional activity? Technology is used as a tool to compliment learning activities.)	Technology is not included.	The inclusion of technology is clearly an "add-on," not complimenting the learning activities.	Technology is integrated into the lesson to improve the quality of student work and/or presentation.	A variety of technology is integrated appropriately throughout the lesson in a manner that enhances the effectiveness of the lesson and the learning of the student.		
State K-12 Sunshine State Standards and NETS	The lesson provides no connection to the SSS and NETS technology standards and performance indicators.	The lesson provides little connection to the SSS and NETS technology standards and performance indicators.	The lesson provides significant and clear references to the SSS and NETS technology standards and performance indicators.	Emphasis on the NETS technology standards and the SSS performance indicators are clearly seen through the major components of the lesson plan.		

NETS Lesson Plan Template - Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?)

Evaluation

Assessment (Assessment opportunities are ongoing and inform students)	Opportunities for student assessment are not provided.	Assessment opportunities are loosely identified and make limited connections to the SSS, NETS, and lesson objective(s).	Assessment opportunities are identified and require students to apply knowledge or demonstrate understanding of SSS and NETS. Provide limited evidence that students have achieved the lesson objective(s).	Assessment opportunities are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the SSS and NETS. Provide clear evidence that students have achieved the lesson objective(s).		
Methods for Measuring Student Achievement (Methods should include both formal and informal tools)	None included.	Limited to paper and pencil tests.	At least one non-paper and pencil method of measuring student achievement is included. (i.e. experiments, written or oral reports, demonstrations, projects, multimedia presentation, concept mapping, journals, portfolios)	Two or more non-paper and pencil methods of measuring student achievement are included. (i.e. experiments, written or oral reports, demonstrations, projects, multimedia presentation, concept mapping, journals, portfolios)		

NETS Lesson Plan Template - Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (formative assessment)? How will you assess what they produce or do? How will you differentiate products?)

Element	0 points	1 point	2 points	3 points	Item Point(s)	Comments
Overall Instructional Design						
Lesson Materials and Resources (Materials and resources- exclusive of technology tools- that are needed by the student or the teacher to execute the lesson.)	Materials necessary for both student and teacher use are not listed.	A sketchy list of student and teacher materials is provided. Worksheets are described, but not downloadable.	Materials necessary for both the student and the teacher to complete the lesson are listed. Worksheets and reproducible materials are available for immediate download from the lesson site.	All necessary materials are identified. It is clear what materials are referenced in the lesson (e.g. rather than saying "the handout," it is referred to by name.		
NETS Lesson Plan Template - Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)						
Accommodations/ Modifications (Accommodations generally do not change the information, amount of information learned, or the performance criteria. Modifications include changes in instructional level, content, and performance criteria.)	Individual needs of students are not addressed. The lesson does not contain a modification for students from special populations.	Limited diversity of learning strategies that does not enable all students to attain learning objectives. The lesson modification(s) is/are not well articulated and is/are minimal in application and conception.	Evidence of diverse learning strategies that meet the needs of students enabling them to attain the learning objectives. The lesson includes at least one modification for students from special populations.	Learning experiences are appropriate to objectives, content, and developmentally appropriate for all students to experience success. The lesson includes modifications for students from special populations.		
NETS Lesson Plan Template - Differentiation (How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)						
Explorations and Extensions	Exploration and extension activities have not been identified for this lesson.	Exploration and extension activities are suggested, but have not been developed.	Exploration and extension activities are identified and described.	Exploration and extension activities challenge students to further investigate and/or apply selected standards in new and different ways.		
Lesson Development Resources (Resources used by the teacher to create this lesson. I.e. books, journals, magazines, web sites, school/public library resources, outside experts, etc	Resources and links have not been identified for this lesson.	One resource and link have been identified.	Two resources and links have been identified.	A rich variety of resources are identified and used in the lesson. A bibliography of sources and resources is provided.		

Element	0 points	1 point	2 points	3 points	Item Point(s)	Comments
<i>Ease of Use</i>	The scope of the lesson is flawed in at least one of the following ways: the time frame is too demanding; it is too limited; it is too extensive and appears to be a series of lessons rather than a single lesson; it is too expensive or specialized for general use.	The scope of the lesson is challenging because it is time intensive and materials intensive.	The scope of the lesson appears to be manageable in a typical classroom of the targeted grade level and subject, but it has not been tested and used with students.	The scope of the lesson is manageable in a typical classroom of the targeted grade level and subject. The lesson has been tested and used with students, and the teacher has provided reflective comments about his/her experiences.		
<i>TOTAL SCORE</i>						

Scoring

The lesson plan rubric is a tool for (1) building stronger standards-based, technology-rich lessons, and (2) evaluating lessons that are submitted to the Making Connections database. The characteristics described in each cell of the column with heading "3 points" are target points for all lessons. A strong lesson should receive minimum total score of 36.

* For purposes of the Making Connections project, a score of "0" or "1" in any one category would require a modification be made before the lesson would be placed on the site for public use.

RESOURCES:

The Teachers' Guild. *Master's Search Contest Entry Evaluation Rubric*. [Online] Available <http://www.classroom.net/edsoasis/TGuild/MsRubric.html>, June 2002.

www.doe.state.la.us/conn
Revised 7/02



Adapted ISTE Lesson Plan Format -

<http://nets-implementation.iste.wikispaces.net/Lesson+Plan+Templates>